

National Congress Bulletin



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Monthly Message to Local Presidents

You, the presidents of local units and of councils of parent-teacher associations, are the most important leaders in the whole field of parent-teacher work. You have been elected, I'm sure, because of your dedication to our program of service and because of your ability, your integrity, and your willingness to give time and energy to promoting the Objects of the National Congress of Parents and Teachers.

The success of parent-teacher work depends in large measure upon the program of action in each local unit and council. And the success of each unit and council depends upon its leadership. What constitutes a good leader?

This is a question that every responsible person in a leadership position ponders again and again. One night some years ago it was uppermost in my mind as I was dropping off to sleep, and I had a dream in which a P.T.A. member gave me some quite explicit answers. The dream was so vivid that I've recalled it often since that night.

IN MY DREAM I was presiding over a meeting when a member in the front row said provocatively, "If I were president—" and then hesitated.

"Yes," I said encouragingly, "if you were president, what would you do?"

"If I were president," said the member in my dream, "I would want to be *patient*, patient with my fellow officers and committee chairmen, with members of the association, with people in the community. No matter how eager or how sure I was, I would be patient, for people resist and resent being pushed before they are ready.

"I would want to have poise to help me meet difficult situations. I would want to have sufficient mastery of parliamentary procedure to conduct meetings smoothly, so that courtesy and good feeling prevailed. I would want to emphasize parent education and the value of study groups based on courses in *The PTA Magazine*.

"I would want to be *resourceful*, so that I could help others find aids and information needed for their P.T.A. work. I would need *energy*, the energy that comes from a compelling conviction of the importance of our work. I would want the community to know that our P.T.A. was concerned with education, with its changes and its constancies.

"If I were president, I would want to have absolute

sincerity of purpose, sincerity born of a desire to work for the organization's good, not for personal prestige. I would try sincerely to deepen my understanding of the aims and objectives of parent-teacher work in order to help others understand and share them. Spiritual faith is needed, for our commitments are deeply rooted in religious soil.

(Continued on page 2)

THE WHITE HOUSE

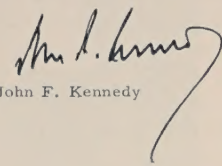
WASHINGTON

September 20, 1961

STATEMENT FOR THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

The National Congress of Parents and Teachers, now twelve million strong, enjoys a brilliant record of 64 years' continuous effort to improve virtually every aspect of child life. The fine leadership which your voluntary agency has provided in past years is in itself sufficient to raise the confident expectation of a great new high mark in your number during P.T.A. membership enrollment month.

Best wishes for a most successful year.


John F. Kennedy

Continued from page 1

"I would want to have *initiative*, and I would hope also to be *ingenious*, since plans sometimes go awry and unforeseen obstacles show up.

"My fellow workers would need to feel that I could be depended upon, so I would strive to be *dependable*. I would be *enthusiastic*, for enthusiasm is catching. I would encourage officers, chairmen, and members to go to district and state congress meetings, where they would feel and share the enthusiasm of other leaders.

"If I were president, I would need *nerve*, the courage of my convictions, the courage to stand up and be counted if the occasion arose. I would expect to be just a little nervous, especially at my first meetings. Yes, a little nervousness goes with modesty, and it also stimulates one's best efforts.

"Finally, I would strive to be *tolerant* and *tactful*, so that members would feel at ease and know that this was a democratic organization in which everyone's views were respected."

THE SPEAKER in my dream was silent. Then the attributes of the good leader appeared written on a blackboard beside me on the speaker's platform. As I read down the list I saw that the first letters spelled a word—the word *president*. In my dream it seemed to me that the member who had listed these qualities had spoken up for our millions of members, spelling out for us the kind of leader-

ship that makes P.T.A.'s successful, democratic organizations.

Can we give this kind of leadership? We must. This is our challenge and our responsibility.

THE MEMBER in my dream is a symbol, a representative of the millions of men and women who will be enrolling in the P.T.A. during this month of October. Like our symbolic member, they will be responding to the invitation of an adult who knows that the P.T.A. leads for children, who can explain the purposes of the P.T.A. and the accomplishments and program of the local unit, the state branch, and the National Congress of Parents and Teachers. Like our symbolic member, they will have faith in the power and the good of democratic action under democratic leadership.

"If I were president," said the P.T.A. member in my dream, "I would try to be a good leader who deserved the trust placed in me." For you there is no *if*. For *you* the challenge is clear and at hand, for you *are* the president. In you the P.T.A. has confidence. To your leadership it has entrusted its course for the coming year.

Margaret E. Jenkins

MRS. CLIFFORD N. JENKINS, *President*
National Congress of Parents and Teachers

• This picture illustrates a new mat titled "National P.T.A. Finds Varied Ways To Meet Range of Children's Needs," sent by the National Congress to 4,120 weekly newspapers this fall to give publicity to P.T.A. membership. The story, which also shows a picture of Mrs. Jenkins, points up the value of our parent-teacher partnership by citing specific achievements of P.T.A.'s from Hawaii to Europe.

These children are pupils of the Ogden Elementary School, near the National Congress Headquarters.



TEAMWORK DOES IT—TEAM UP TODAY—JOIN THE P.T.A.!

CENTENNIAL OF LAND-GRANT COLLEGES

• To celebrate the centennial of the Morrill Act, the 68 land-grant colleges and universities in the 50 states and Puerto Rico are promoting and planning a program of events that will extend through the school year 1961-62.

One hundred years ago next July 22 President Lincoln signed the bill that brought into existence our land-grant system of public higher education. Under terms of this act, each state was provided with a grant of land amounting to 30,000 acres for each senator and representative it had in Congress. Proceeds from sales of these lands were to be invested and the income used to establish and endow "at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

As a result of this act, college doors opened to everyone with the ability to pursue higher education, not, as before, just to the wealthy or privileged few.

Today land-grant institutions enroll 20 per cent of the college population and grant 40 per cent of all doctorate degrees (half of all doctorates in the science, engineering, and health professions; all in the field of agriculture; and approximately a fourth of the total in the arts and languages, in business and commerce, and in education). Of the 36 living American Nobel Prize winners who went to college in this country, one half earned degrees from land-grant institutions.

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LEGISLATION PROGRAM

of the

NATIONAL CONGRESS OF PARENTS AND TEACHERS

AS ADOPTED SEPTEMBER 1961 BY THE NATIONAL
BOARD OF MANAGERS

1961-1962

OBJECT — "To secure adequate laws for the care and protection of children and youth."

—National Bylaws, Article II.

• The National Congress is concerned with basic issues that may lead to legislation affecting: (1) the welfare of children and youth in the fields of education, social and economic well-being, and child labor; (2) such environmental factors as radio, television, motion pictures, the press, recreation, and safety education in its broadest sense; (3) federal agencies in education, health, juvenile protection, and homemaking; and (4) the promotion of world understanding and peace among nations.—*Policies and Practices.*

POLICIES

LEGISLATION action of the National Congress of Parents and Teachers is determined at all times by previously adopted legislation policies. These policies define the fields of legislation that are within the scope of the parent-teacher program. Only those specific bills that conform to these policies can become a priority item on the legislation program.

Each of the policies listed below, except the new parts italicized, has been approved by at least **THIRTY STATE CONGRESSES** according to individual state procedure. State congresses are urged to review the program annually but should review it at least once during each state congress administration.

Any action must be based on the following policies:

1. Local Control

All federal child welfare legislation should include provisions that will ensure maximum local control.

2. Federal Grants-in-Aid Affecting Children and Youth

Federal grants-in-aid to states should be made through the federal agencies, and administered by state and local agencies most directly concerned with the subject involved.

3. Education

a. The free public school system should be maintained and strengthened. Education requires action at all levels of government: local, state, and national. When federal funds are involved, such monies should be channeled through the United States Office of Education to state and local departments of education and should be administered with maximum local control.

b. Education beyond high school should be encouraged, and adequate support provided.

c. The United States Office of Education should be

established as an independent agency of government under the general direction of a federal board of education. This board should be composed of laymen appointed to long, overlapping terms and should have authority to appoint, and be advisory to, the United States Commissioner of Education.

4. Federal Support for Education

a. All funds appropriated by the federal government for the support of education within the states should go to publicly controlled, tax-supported schools only.

b. Federal funds should be appropriated for the purpose of increasing educational opportunity among the states, with provisions ensuring maximum local control and encouragement to the states to put forth their best efforts to equalize opportunities within their own boundaries.

c. Federal funds appropriated for education should be available for school libraries and for special programs for the education of handicapped children.

d. Federal funds appropriated for education should be used to provide, through the U.S. Office of Education, adequate programs of school health, health education, and physical fitness for children and youth.

e. Federal funds appropriated for education should be used for such programs of adult education as affect the welfare of children and youth.

f. All federal funds for vocational education should be channeled through the U.S. Office of Education to state departments of education, so that vocational and general education may be effectively integrated through state and local control.

g. Federal funds should be appropriated to give aid in the construction of public school buildings, after

approved surveys have been made. These funds should be:

- (1) channeled from the U.S. Office of Education through state departments of education to the local units of administration;
- (2) allocated so as to encourage states to set forth principles for equalizing the distribution of state and federal funds, giving special consideration to school administrative units with relatively low financial resources and to areas especially affected by rapid and substantial increase in school-age population.

- h. Federal funds should be used to augment state and local support for schools in federally impacted areas.
- i. The education of Indian children should be administered through state departments of education, with adequate federal appropriations that will help equalize educational opportunities with those of other American children.

5. Child Labor

Federal legislation should give necessary protection to child workers, with special emphasis on the establishment of (a) a basic minimum age of sixteen for employment; (b) a higher minimum age for employment in hazardous occupations; and (c) a minimum wage provision for minors.

6. Child Life Research

Adequate appropriations should be provided to the federal agencies having responsibility for child life research, so that those programs may be correlated and expanded.

7. Disposal of Surplus Materials and Supplies

Educational, medical, and recreational materials and supplies purchased but no longer used by the armed forces should be released to the proper public agencies—local, state, and national—for use in developing programs of education, health, and recreation throughout the United States.

8. Health

Equalized public health services and public health education opportunities should be provided for all children and youth.

Federal appropriations for maternal and child health services and services for crippled children should be continued.

9. International Relations

The National Congress of Parents and Teachers supports the United Nations, believing it to be the best available instrument for world peace.

We believe that we must work diligently for international cooperation by use of United Nations channels in order to achieve economic, social, physical, and spiritual welfare for all children and youth. Our immediate concern is a continued and expanded program for the United Nations Children's Fund (UNICEF).

We support in principle the work of the specialized

agencies such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Food and Agriculture Organization (FAO), the World Health Organization (WHO), and the Bureau of Technical Assistance Operations (TAO).

We support in principle a broad program of cultural and educational exchange between the United States and other countries, and assistance by the United States in the training of teachers and other professional and technical personnel for other countries.

10. Juvenile Protection

Federal legislation should be enacted to assist in the implementation of state laws when environmental factors are involved in the safety and welfare of children and youth.

Federal funds should provide assistance to, and cooperation with, states in strengthening and improving state and local programs for the diminution, control, and treatment of juvenile delinquency.

11. Library Service

Public library service should be extended to all people on an equitable basis. Federal funds for public library service should be channeled through the U.S. Office of Education to state library agencies for use in promoting library service according to the pattern best suited to state needs.

12. National Defense

The security of our people and the peace of the world today require the maintenance of strong military forces and of a well-educated civilian population. In planning the strategy of the national security program it is important that the role of the schools be carefully considered. A major part of our national security rests upon our ability to prepare young people for the discharge of their military and civic responsibilities.

We favor the development of an adequate civilian reserve of manpower available for military service and the maintenance of a standing military force sufficient to deter aggressors. We urge that every effort be made to meet the personnel needs of the armed forces with the least interruption of high school and post-high school education of youth and with equity between in-school and out-of-school youth.

13. Postal Rates

We oppose legislation that would eliminate special rates for the mailing of library books and the special second-class mailing rates now available to nonprofit organizations such as the National Congress of Parents and Teachers.

14. Rural and Urban Services

We support the basic principle of equalization of education, recreation, and health services for children and youth (with the improvement of these services where needed) in densely populated areas, as well as in rural areas, which have long been our concern.

15. School and Community Services in the Nation's Capital

Adequate funds should be provided for school and community services in the nation's capital.

PRIORITY ITEMS

Proposed Action Based on Approved Policies

THE SECOND session of the Eighty-seventh Congress will convene in January 1962. Local units should study these priority items and be prepared to take prompt action when requested by state chairmen of legislation.

Support for School Assistance

The effective solution of problems caused by the acute shortage of *educational facilities* for the nation's children requires action at all levels of government: local, state, and federal. *Despite maximum efforts from states and communities to finance school construction and other educational requirements, the need for assistance from the federal government still exists.*

The National Congress will continue to use its influence to secure terminal legislation that will provide financial support from the federal government to states to meet present needs.

Juvenile Delinquency—Prevention and Control

The National Congress will continue to support legislation to provide assistance to, and cooperation with, states in strengthening and improving state and local programs for the diminution, control, and treatment of juvenile delinquency.

International Relations

The United Nations Children's Fund (UNICEF) merits our constant concern. We shall work diligently to secure appropriations for UNICEF in order to ensure a continued and expanded health and welfare program for the world's children.

Child Labor

We oppose legislation that would weaken the protective child labor provisions of the Fair Labor Standards Act.

Appropriations for Certain Federal Offices and Agencies

- a. Office of Education
- b. Children's Bureau
- c. Food and Drug Administration
- d. Public Health Service
- e. Institute of Home Economics, Agricultural Research Service
- f. Federal Extension Service
- g. School Lunch Program
- h. Bureau of Labor Standards and Wage and Hour Division

CONTINUING CONCERNS

- In other years the priority items have included support of measures to abolish block booking and blind selling of motion picture films; support of the general trend toward grade labeling of products; support of legislation providing certain appropriations for the extension divisions of state universities and land-grant colleges; support of ratification of the child labor amendment; support of legislation to prohibit radio or television broadcasting of advertisements of alcoholic beverages, and opposition to legalizing of a national lottery.

FUNCTIONS OF FEDERAL OFFICES AND AGENCIES

The U.S. Office of Education conducts educational research, collects statistics, makes surveys, provides advisory services, and collects and disseminates information on education in the states, so as to make possible intelligent comparison and wise decisions on programs and operations. The Office administers federal funds available to the states for land-grant colleges, vocational education and rehabilitation, library services, and schools in federally impacted areas, and funds available through the National Defense Education Act of 1958.

The Children's Bureau has two assigned functions: (1) to investigate and report on the welfare of children and (2) to administer the federal grants to the states for child welfare services, crippled children's services, and maternal and child health services. The Children's Bureau, which is concerned with the children of all the people, has never ceased to recognize that the child is a part of a family and that each family is—or could be—part of a community.

The Food and Drug Administration protects the consumer (the family) by preventing the misbranding or adulter-

ation of foods, drugs, devices, and cosmetics in interstate and foreign commerce. This agency is responsible for the policing of domestic narcotics.

The U.S. Public Health Service is responsible for a variety of activities, all of which have a direct bearing on the family and its welfare. These include port of entry examinations; supervision of medical services in federal penal institutions; operation of federal hospitals, such as marine hospitals in the larger ports, the drug addict hospitals in Fort Worth and Lexington, and the National Leprosarium; research and personnel training in the fields of mental health and chronic and communicable disease control; and the administration of grants-in-aid to states for such purposes as hospital construction and control of communicable diseases.

The Institute of Home Economics in the Agricultural Research Service of the Department of Agriculture conducts research on foods and nutrition, clothing and textiles, housing and equipment, and household economics. Through its research new knowledge is developed about efficient household management and ways

to make best consumer use of foods, fibers, and other products of the nation's farms.

The Federal Extension Service is the agency that, in cooperation with the land-grant colleges, brings the results of continuing research to the rural community, employing county extension workers who deal directly with individuals and voluntary organizations.

The School Lunch Program emphasizes the importance of a well-balanced lunch as part of a school program. Appropriation of funds for the School Lunch Program (Public Law 396) is part of the must legislation of the National Congress of Parents and Teachers. This program reaches the child both in the family and in the community.

The Bureau of Labor Standards and the Wage and Hour

Division are both concerned with the development of sound labor standards. The Bureau's activities include the formulation of standards for youth employment and promotion of their adoption. This agency also conducts child labor and youth employment research. The Wage and Hour Division is charged with enforcement of the Fair Labor Standards Act, which includes regulations governing child labor in industries operating or producing for shipment in interstate commerce.

● Each of these federal offices and agencies is a force that provides services which strengthen the family as research and information involved are disseminated. In this manner there is a definite correlation between the work of the legislative committee and that of implementing the Administrative Theme, "Strengthening the Home, Source of Our National Greatness."

AMERICAN EDUCATION WEEK November 5-11

Theme: Your Schools: Time for a Progress Report

Daily Topics:

Sunday . . . Time To Test Our Convictions
Monday . . . Time To Decide on Essentials
Tuesday . . . Time To Work Together
Wednesday . . . Time To Explore New Ideas
Thursday . . . Time To Salute Good Teachers
Friday . . . Time To Pay the Price for Excellence
Saturday . . . Time To Look Outside Our Borders



The Guernsey County P.T.A. Council wishes to express its sincere thanks to you for your untiring patience and understanding of our children.

We realize that it is through your efforts in cooperation with our own as parents that our youth become good citizens of tomorrow.

Please accept this small token as a big tribute to you during this

AMERICAN EDUCATION WEEK.

*Sincerely yours,
Mrs. B. K. Jones*

● This impressive tribute, printed on heavy note paper and signed by the president, was the means the Guernsey Council of Cambridge, Ohio, used in 1960 to say thank-you to each teacher. Inside was a page of quotations from Henry Van Dyke's "The Unknown Teacher."

Planning on Portland?

● Here's an additional and most unusual opportunity for far-sighted P.T.A.'ers to think about as they weigh plans for a trip next spring to Portland, Oregon, and the May 20-23 national P.T.A. convention.

On April 21, 1962, "America's first space-age world's fair" will open in Seattle, Washington (another city that will add delight to any trip through the beautiful Pacific Northwest), and it will run to October 21. So, before or after the convention, why not plan to take in one of next year's biggest events, a world's fair that promises colorful and dramatic projections of life in the twenty-first century—plus, of course, plenty of appealing holiday features. This look into tomorrow's world might well provide insight and new slants for P.T.A. members who, in community

after community, with theme emphasizing study, and action programs, are endeavoring to understand and meet the responsibilities of preparing children and youth for life in a changing world.

Future issues of the *Bulletin* will bring you further news and more details of your 1962 convention—world's fair opportunities. Watch for them!

TO THE P.T.A. PRESIDENT:

● You will receive your copy of the 1962 Founders Day booklet sometime in the next few weeks—in plenty of time before February 17 to help you work out plans for a meaningful Founders Day observance. Please share the booklet with your Founders Day chairman and his committee.

✓ CHECK YOUR CALENDAR

RIAL Month, November—Write to Religion in American Life, Inc., 184 Fifth Avenue, New York 10, New York, for materials devoted to the 1961 theme "Worship Together This Week—You Need Not Walk Alone."

American Education Week, November 5-11

Veterans Day, November 11

Children's Book Week, November 12-18

Founders Day 1962, February 17

1962 National Congress Convention, May 20-23, Portland, Oregon



COUNCILS IN ACTION...

P.T.A. SERVICES ARE UNITED THROUGH
COUNCIL CONFERENCE AND COOPERATION

Alvester Council • Oklahoma • A series of lectures underwritten by the council and with the services of the Oklahoma Family Life Institute enabled P.T.A.'s in the council to present their members with topnotch parent and family life education programs. Leaders of the hour-and-a-half programs were members of the University of Oklahoma faculty, who discussed such topics as "Youth Problems in Contemporary America," "Family Finance, a Way of Life," "Helping Children To Learn To Read," "Parent-Child Relationships," and "You Can Counsel Your Child." Each of them devoted the first half of his program to his presentation of the topic and the last half to answering questions from a panel of "reactors," chosen from the audience.

Atlanta Council • Georgia • When the council decided to set up an all-day conference for health chairmen and other interested persons, it was invited to hold its meeting in the new building of the Georgia Department of Public Health. The topic for the day, "Better Health for All Children," was developed as a talk on "What Is Public Health?" by the state public health director; a panel discussion presenting information on such areas as dental health, health conservation, preventable diseases, and community mental health; a film, *Journey in Health*; a question-and-answer period, during which the council's health advisory committee served as a panel; and a tour of the health department's facilities.

Lexington Council • North Carolina • Alma Owens, the retiring principal of the Cecil School, was honored at a joint meeting of all units in Lexington, because the council felt that the whole city should share in paying tribute to her. Miss Owens, an educator for fifty years, was presented an Honorary National Life Membership and pin. As she left the auditorium, she was given a standing ovation by the four hundred persons who were present at the meeting.

Sioux Falls Council • South Dakota • With the League of Women Voters the council sponsored a public meeting at which state legislators from the county answered citizens' questions on the impending bills affecting the welfare of children and youth. Local units helped publicize the meeting by sending out notices to their members.

Ravalli County Council • Montana • Publication of a series of columns in the county's newspapers, arranged for by the council, not only led to better public understanding of P.T.A. work but also to improved P.T.A. programs. The articles, which began with explanations of the P.T.A. Objects, the purposes of a council, the Statement of Principles, and the national Action Program, dealt with such P.T.A. areas as pornography, programing, membership, school lunch program, TV fare, parent-teacher cooperation, family life education, Founders Day, scholarships and life memberships, school bus safety, obligations to youth organizations, and school board-P.T.A. cooperation.

Hammond Council • Indiana • A sizable number of council activities last year helped to make Hammond safer for both children and adults. In October the council cooperated with the police department in a city-wide bicycle safety drive, registering bicycles and handing out safety manuals while the police checked the bicycles. Later it worked with the Hammond Safety Council to set up the third Youth Safety Conference, where many phases of safety were discussed and emphasized. During the month of May the council again cooperated with the police department, this time in a vehicle and automobile safety check program. And in June it co-sponsored a home safety workshop with the Hammond Safety Council.

Easton and York City Councils • Pennsylvania • The presidents of these two councils are regular contributors to a P.T.A. column in the school district's educational newsletter. In this way they are able to emphasize the importance of close working relationships between the schools and the P.T.A.



● The state and national publications highlighted in this display were cued to the San Antonio, Texas, Council's lead-off meeting last fall—a legislation workshop. There delegates representing 80 P.T.A.'s with a membership of 30,000 met to concentrate on such topics as tax structure, how to write letters to their congressmen, and how a bill is drafted.

BRIEFINGS ON THE U.N.

BECAUSE of its greatly expanded membership, the United Nations has had to curtail some of the services it formerly made available to nongovernmental organizations—among them the accommodation of visiting groups for special briefings in its conference rooms.

In an attempt to fill this gap, the Foreign Policy Association—World Affairs Center (across the street from the United Nations) is offering new services to a selected group of nongovernmental organizations interested in the United Nations and world affairs—including, of course, the National Congress of Parents and Teachers and its divisions, state and local.

To broaden knowledge of international affairs and to increase understanding of the U.N. and how it functions, the Foreign Policy Association—World Affairs Center provides special briefings on:

Current agenda items before the General Assembly

Structure of the United Nations

Background on U.N. policies and past actions

Work of the Councils and Specialized Agencies

Program planning and aids in the field of international affairs and "what you can do about world affairs education in your community"

The briefings are conducted by a special corps of speakers, trained by the U.N. Office of Public Information, who have lectured to visiting nongovernmental organizations at the U.N. for many years.

Detailed information on these special briefing sessions is available from Mrs. Jane Henderson, Program Associate, Foreign Policy Association—World Affairs Center, 345 East Forty-sixth Street, New York 17, New York.

Publicity Aid

● The membership news mat mentioned on page 2 was sent only to those newspapers that have put such material to good use in former years. A few more copies are available, however, and if you find an editor who did not receive one but who says he *will* use it, please let us know *immediately* where to send it. Write to Public Relations, National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois. A few TV membership slides also are still available, on the same basis and type of request.

P.T.A.'s Promote Thrift Through School Savings Program



● OVER THE PAST TWENTY YEARS parent-teacher members have been thrift builders for the upcoming generation of Americans through the School Savings program sponsored by the United States Treasury. P.T.A. members help to set up the program in local schools, see that the supply of stamps is replenished from the post office, often staff the selling booth or table on weekly Stamp Day to relieve teachers of this supervisory duty. The Stamp Day scene shown here could be almost anywhere in the nation.

Cumulative sales of U.S. Savings

Stamps, begun in the Defense Savings Bond program of 1941, are now approaching the \$2 billion mark. Says William H. Neal, national director of the Treasury's U.S. Savings Bonds Division: "Of even more importance than the money thus saved are the habits of thrift and regular saving that the school program has instilled in millions of young Americans. This is a patriotic and practical service to the future of our country and the free world that P.T.A. members can be truly proud of, and for which all Americans can be grateful, as the Treasury is."

The PTA Magazine
NATIONAL PARENT-TEACHER

SPECIAL NOTICE

YOU WILL BE DELIGHTED to know that we have received many favorable comments since the name of our official magazine was changed to *The PTA Magazine*. As announced at the National Board of Managers meeting in Kansas City last May, we are registering the new title and mark.

This mark is exclusively the property of The National Parent-Teacher, our own

not-for-profit corporation. Our attorney has asked us to caution our state congresses and local units that the mark is intended and authorized for use only as the identification of *The PTA Magazine*. The distinctive style and "box" in which the letters PTA appear on the cover may not be copied or imitated for use in any other P.T.A. publications. So please do not use the mark or any similar representation of the letters PTA in any of the bulletins or publications of your local unit or council.

I am sure you recognize the legal importance of our retaining this distinctive mark for our national magazine.

MARGARET E. JENKINS, President

TEAMWORK DOES IT—TEAM UP TODAY—JOIN THE P.T.A.